

School Activities

The National Extracurricular Magazine

OCTOBER, 1959



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School Activities

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As the Editor Sees It



"Catch 'em at work for a good picture," part of an illustration's legend accompanying "Dress-Up Day Challenges Camera Artists" (*STUDENT LIFE*, April, 1959) is most excellent advice that is too frequently ignored by the student photographers of school publications.

A "shot" reflecting an activity should reflect it, tell at least a part of its story. A picture of a group of students, out of character and looking at the camera, and which can be titled anything from a newspaper staff to a sewing club, is not worth the time, money, and space required to reproduce it, and only advertises the extreme amateurishness of those who took it and published it.

Many student councils now schedule a few instructional periods for newly elected members, refusing them opportunity for participation in discussion and voting until they have met this requirement. This is not only a very reasonable and justifiable procedure, it is a highly essential one.

A new member cannot be a good member until he understands and appreciates the council's ideals, goals, areas, organization, and obligations and intelligently accepts his own responsibilities.

He can acquire this information (probably at best only a part of it) in a casual, slipshod, unorganized, and slow manner, or he can learn it more accurately and completely and faster in a definitely organized short course of more or less formalized instruction. Obviously, the latter is preferable.

An "Officer's Handbook" which not only describes duties and responsibilities in detail but also stresses the qualifications of good officers, committee chairmen, and members, and even council and other group members, is another device which can be used to advantage.

The new plan of The National Association of Student Councils of beginning and ending its membership year on January first is quite sound in all ways.

And, while we are on the topic of this Association, remember its film, "Citizenship in Action," which may be obtained from E. L. Richardson, Audio Visual Center, Indiana Uni-

versity, Bloomington, Indiana. You can make profitable use of this motion picture.

Each year brings pressure for newer courses, activities, and emphasis. Naturally, this, in turn promotes resistance from the supporters of the older. Intelligently capitalized, this pressure-resistance battle may be quite beneficial because it demands comparative evaluation.

If the older cannot be logically supported it should be either (1) improved so that it can be justified, or (2) replaced, even by an untested newer. Continuous pruning is as essential to the proper growth and development of the extra-curricular program as it is to the healthy growth of a shrub or tree. Although not all change represents progress, there is no progress without change.

We cannot overemphasize that mere tradition is no justification for the continued existence of any school organization or activity and that only intelligent and continuous evaluation and proper capitalization of this guarantees usefulness and effectiveness.

A weakness of many high school yearbooks is to be found in the "snapshot" pictures and pages. A page of these is always messy, artistically, because of the great variations in photography, engraving, dimensions, subjects, size of subjects, backgrounds, etc. Further, probably nine out of ten of these pages are over-crowded, include too much, which results in pictures that are small and indistinct.

Further, in too many of these publications the photographer (especially the high school or other amateur) seems never to have heard of the engraver and knows nothing about his requirements. The photographer and engraver not only should, but **MUST**, work hand-in-hand if the final products are to be commendable.

Does your school have its own, really own, school song? A few schools do; some have their own words set to a well-known tune; but most schools have neither. The promotion of a school song competition represents a worthy student council project.

Participation of students and organizations in events and activities outside the school, or those promoted by outsiders, has become a real problem in many communities. Among the basic causes of this new difficulty are the increased ease of transportation, a recognition that the school offers advertisers and publicity-seeking concerns a ready and excellent opportunity, and the desire of the school and community to "show off" its students and organizations. Here is how the State of Indiana handles these troublesome matters.

May We Participate?

"OUR HIGH SCHOOL BAND has an invitation to play for the Rose Bowl parade in Pasadena on New Year's day. I don't see why we can't send them if we parents are willing for them to go. Besides, a local industry has promised to help us raise \$10,000 to pay for the trip."

The voice on the other end of the telephone line had overtones of irritation and anger.

The answer was still "no."

Ruling on the question as to whether a high school band may travel 2,200 miles to play for the Tournament of Roses parade or 35 miles for the "500 Festival" in Indianapolis on the eve of the 500-mile auto race is the Indiana Activities Committee. It is a committee of the Indiana Association of Junior and Senior High School Principals.

Chairman of the Indiana Activities Committee is John M. Hougland, principal of Marion High School. He is one of a five-man committee which meets two or three times a year to review applications for activities and contests and issues two bulletins a year of approved activities. The committee serves as a watchdog over school events to regulate the number of activities which may conflict with school schedules, interfere with good educational practices, exploit children, put undue pressure on pupils or sponsors, or involve travel expenses.

OUR COVER

The upper picture shows members of the Conservation, Fishing and Hunting Club of Aliquippa High School, Aliquippa, Pennsylvania, replenishing a feeding shelter with scratch feed and corn. This organization, founded and sponsored by Lawrence F. Blaney, is one of the best known clubs in American schools.

The lower picture shows the Orchestra of Ladycliff Academy, Highland Falls, New York. This very competent group plays for many community as well as school events.

THE INDIANA TEACHER
150 West Market St.
Indianapolis, Indiana

PROTECTING ACADEMIC PROGRAM

The Indiana Activities Committee was created by the Principals' Association several years ago because principals requested some rules on the sanctioning of extracurricular activities outside their own communities. They were being besieged by both educational and outside groups sometimes called "do-gooders," who had a good idea for kids but wanted someone else to do the work. Of course, they felt that the teachers were the logical ones to help them carry out their worthwhile program, giving little thought to the extra work and responsibilities forced on already busy people.

J. R. Mitchell, now of Purdue University, and John French, retired LaPorte High School principal, "pioneered" in this field for the state organization. The rules have been revised from time to time, but basically they are the same. They clearly state that *all* functions involving two or more schools "must be held at a time when there will be no interference with a regularly scheduled school day."

This means that choral festivals, twirling contests, speech tournaments, Future Farmers judging contests, instrumental music events, and college career days must be held in the evening after school hours or on Saturday. All athletic events come under the rulings of the Indiana High School Athletic Association and approval for meets or play days are secured through L. V. Phillips, IHSAA commissioner, Circle Tower, Indianapolis.

The five members of the Indiana Activities Committee work closely with the National Association of Secondary-School Principals. The latter also issues an approved list of national and regional contests and activities each September. Deadline for seeking approval for events involv-

ing pupils during the next school year is April 1.

NORTH CENTRAL'S SANCTION

The Hoosier committee of five principals also works with the Indiana chairman of the North Central Association of Colleges and Secondary Schools which does not issue an approved list but endorses the national and state lists. All three groups work cooperatively on criteria which they feel follow good educational practices in extra-curricular offerings.

At the top of each application which Indiana schools file is this statement:

"Activities are recognized as a desirable addition to supplement and enrich the educational life of the pupils. To keep the proper balance between our curricular and activity offerings, the regulations and principles have been approved by the Indiana Association of Junior and Secondary High School Principals."

Penalties for participation in nonapproved activities rest with the state chairman of the North Central Association.

MEMBERSHIP JEOPARDIZED

Suppose the school that wants to take its band to the Rose Bowl—or the other Indiana school with the Orange Bowl invitation—would decide to go against the Activities Committee's ruling?

When schools participate in non-activity-listed events or contests, they are advised and warned (just as athletic teams are warned of infractions of rulings by the Indiana High School Athletic Association) that they are in violation of a North Central ruling.

This ultimately could end in suspension from the North Central Association. No accredited school wishes to risk suspension because of the penalty it places on graduates who wish to attend accredited colleges and universities. And most professional-minded administrators and teachers take great pride in the standards they have had to meet to receive accreditation for their school. It's a hard-earned honor that no school person looks upon lightly, and no one wants to lose.

It has never been the intent of the Indiana Activities Committee to act as a czar on extra-curricular activities, nor is it a clearing house for school activity dates. Occasionally, the committee has received complaints from sponsors of state-wide events about there being other meetings which attract large numbers of high school pupils scheduled on the same day. Invariably these meet-

ings are on Saturday because the Activities Committee frowns on any events which take pupils from their classes during the week. With fewer than 36 Saturdays available for scheduling meetings by associations, clubs, colleges and universities, there are bound to be conflicts on dates.

IT'S THUMBS DOWN FOR SOME

Let's look at some specific examples of events in which schools may or may not participate. There are some fine lines drawn:

"We frown on any activity during school time unless it is school sponsored," said Mr. Hougland.

"If the Indianapolis Chamber of Commerce wanted a parade during regular school hours and wanted to invite bands from outside the Marion County area, the activity would not be sanctioned.

"However, if five schools go together and petition the Activities Committee for permission for a baton twirling contest and each school submitted letters that they wish to participate, the committee would normally approve it."

Mr. Hougland cites the Teen-Age Driving Rodeo which the Lawrence Jaycees sponsor. "It's a good activity, and it doesn't need the approval of the Activities Committee because schools are not asked to sponsor entrants in the program. They just ask the schools to let the pupils know about the event, but no school sends a team of drivers and a teacher to the event under school sponsorship."

Because there are so many gimmicks and promotional devices to use high school pupils to advertise products, the Activities Committee is especially vigilant to see that youngsters and schools are not exploited.

If a school wishes to participate in a local "clean-up" campaign or "beautify your city project," that's a local matter and comes within the jurisdiction of the local school administration and school board.

BAND TRANSPORTATION EXPENSIVE

Music seems to present the greatest problem for the Activities Committee. A number of cities want promotional activities to give local buying a shot in the arm, so they contrive a parade with all of the trimmings. It's still true, people "love a parade" and there's nothing like a band to spark enthusiasm and help gather a crowd. Local promoters, therefore, think that it would be a great idea to get 15 or 20 high school bands.

"They forget that it takes \$60 or more to charter a bus and transport young musicians and their instruments," Mr. Hougland says. "A prin-

cipal isn't going to pay to send a school band when the school needs money for other things."

As for the local enthusiasts who have found a way to fill a kitty with \$10,000 to send the band to California, Mr. Hougland had this to say: "I wish they'd spend the \$10,000 they want to use to send them across country on good educational practices at home that would benefit all pupils."

FROWN ON WRITING CONTESTS

What about cash awards for writing contests?

The national association has this to say about contests: "Participating in essay contests is generally regarded as of questionable educational value because it is extremely difficult to guard against plagiarism and dishonest collaboration."

Mr. Hougland says his committee prefers the type of reward for a writing contest or other recognition in some form that would improve the educational program of the individual such as a scholarship rather than a cash award.

The committee turns thumbs down on promotion gimmicks, such as writing contests, which call for pupils to endorse a product. If a newspaper, radio station or civic organization has a contest promoting juvenile decency, the Indiana Activities Committee would approve it.

OUT-OF-STATE RESTRICTIONS

Because of their proximity to Chicago, Cincinnati, Louisville, Dayton and other college towns in Illinois, Kentucky, Ohio and Michigan, some Hoosier schools are invited to participate in out-of-state events.

The Indiana Activities Committee permits a school to travel up to 75 miles outside the state boundary. Sometimes they are asked to rule in cases of schools, say 80 miles from Chicago, that want to attend a journalism convention or a music meeting.

They also permit "two schools in two or more states near a state boundary which form a natural grouping" to hold meetings. Should an Illinois group sponsor an event to which Indiana pupils are invited, the Activities Committees in both states should sanction it.

When a contest or activity is offered to pupils in five or more states, the national group must approve it. If the activity involves less than five states, the secondary principals association in each state or the state activities committee must approve. In Indiana, the Activities Committee is sponsored by the state secondary principals' association.

The national organization, a department of NEA, is also strict about the number of regional and national contests each year in which a school may enter and the number of days a pupil may be absent from school for an event outside the state.

No pupil should be absent more than five days for an out-of-state contest or activity, except for individual contestants who are required to go through successive steps of an event.

The Indiana Activities Committee has established the following Guiding Principles and Regulations.

GUIDING PRINCIPLES

1. The participation of a school in any activity is done under the approval and direction of the school principal.
2. All inter-school activities should be adequately and fairly supervised and administered.
3. Local autonomy in the matter of activities should be carefully protected and observed.
4. Educational objectives and purposes should be the sole basis for the selection of activities and for the setting up of administrative techniques and procedures.
5. The individual and the general welfare of the group should be of first consideration.
6. The activities should be constructive. They should be flexible enough to meet the needs of several types of schools and their students, and at the same time be amenable to change.
7. Only those activities which grow out of the regular curricular activities will be sanctioned.
8. They should provide for the students' new experiences which will make their regular work more interesting and be of greater value to them socially, morally, intellectually.

REGULATIONS

1. Sanction must be secured for all nonathletic meets, festivals, contests, tournaments, clinics, and assemblages involving participation of more than two schools.
2. Schools all of which are in the same county or the same school corporation or system need not apply for sanction of activities involving participation among their own schools.
3. When more than two schools in two or more states near a state boundary form a natural grouping for a meet, contest, festival, tournament, clinic, or assemblage, approval will be given provided distance traveled by partici-

pating schools from other states does not exceed 75 miles one way.

4. All school meets, contests, festivals, tournaments, clinics, and assemblages must be held at a time when there will be no interference with the regularly scheduled school day. Exceptions will be considered by the committee when requested in writing by all principals participating in a school-sponsored activity.
5. School wishing to hold a meeting involving schools of other states should first receive approval of their own Activities Committee and then that of the other states before sending word to schools themselves.
6. If a school wishes to attend a meet held in another state, it is necessary that the school holding the meet should first receive approval from their own state and then the participating Indiana school must submit evidence of this approval along with their application to the Indiana committee.
7. The cost of financing meets, contests, festivals, tournaments, clinics, and assemblages are to be kept to a minimum and should not be burdensome to the parents, pupils or community.
8. Applications for sanction should be made at least THIRTY DAYS PRIOR to the meet. It would be well if they could be made in the spring for the next school year.
9. Schools or organizations receiving sanctions for meets should make a statement of this in their letter that is sent out in order that the school principals will know this event has been sanctioned.
10. An itemized report should be mailed to the Activities Chairman by the host principal following each event.
11. Approval for national and regional non-athletic activities must be secured from the National Association of Secondary School Principals. Nationally approved activities are automatically approved by the Indiana Committee. This approved list is published in the September issue of the Bulletin of the National Association of Secondary School Principals.
12. Approval for any athletic contests or play days should be secured from the Commissioner of the Indiana High School Athletic Association, 821 Circle Tower, Indianapolis, Indiana.

What Is a Football Player?

CHARLES LOFTUS

Director of Sports Information
Yale University

Between the innocence of boyhood and the dignity of man, we find a sturdy creature called a football player. Football players come in assorted weights, heights, jersey colors and numbers, but all football players have the same creed: to play every second of every minute of every period of every game to the best of their ability.

Football players are found everywhere—underneath, on top of, running around, jumping over, passing by, twisting from or driving through the enemy. Teammates rib them, officials penalize them, students cheer them, kid brothers idolize them, coaches criticize them, college girls adore them, and mothers worry about them. A football player is Courage in cleats, Hope in a helmet, Pride in pads, and the best of Young Manhood in moleskins.

When your team is behind, a football player is incompetent, careless, indecisive, lazy, uncoordinated and stupid. Just when your team threatens to turn the tide of battle, he misses a block, fumbles the ball, drops a pass, jumps off-side, falls down, runs the wrong way or completely forgets his assignment.

A football player is a composite—he eats like Notre Dame, sleeps like Notre Dame, but, more often than not, plays like Grand Canyon High. To an opponent publicity man, he has the speed of a gazelle, the strength of an ox, the size of an elephant, the cunningness of a fox, the agility of an adagio dancer, the quickness of a cat and the ability of Red Grange, Glenn Davis, Bronco Nagurski and Jim Thorpe—combined.

To his own coach he has, for press purposes, the stability of mush, the fleetness of a snail, the mentality of a mule, is held together by adhesive tape, bailing wire, sponge rubber and has about as much chance of playing on Saturday as would his own grandfather.

To an alumnus a football player is someone who will never kick as well, run as far, block as viciously, tackle as hard, fight as fiercely, give as little ground, score as many points or generate nearly the same amount of spirit as did those particular players of his own yesteryear.

A football player likes game films, trips away from home, practice sessions without pads, hot showers, long runs, whirlpool baths, recovered fumbles, points after touchdowns and the quiet satisfaction which comes from being a part of a perfectly executed play. He is not much for wind sprints, sitting on the bench, rainy days, after-game compliments, ankle wraps, scouting reports or calisthenics.

No one else looks forward so much to September or so little to December. Nobody gets so much pleasure out of knocking down, hauling out or just plain bringing down the enemy. Nobody else can cram into one mind assignments for an end run, an off-tackle slant, a jump pass, a quarterback sneak, a dive play, punt protection, kickoff returns, a buck lateral, goal line stands or a spinner cycle designed to result in a touchdown every time it is tried.

A football player is a wonderful creature—

you can criticize him, but you can't discourage him. You can defeat his team, but you can't make him quit. You can get him out of a game, but you can't get him out of football. Might as well admit it—be you alumnus, coach or fan—he is your personal representative on the field, your symbol of fair and hard play. He may not be an All-American, but he is an example of the American way. He is judged, not for his race, not for his religion, not for his social standing or not for his finances, but for the democratic yardstick of how well he blocks, tackles and sacrifices individual glory for the over-all success of his team.

He is a hard-working, untiring, determined kid doing the very best he can for his school or college. And when you come out of a stadium, grouching and feeling upset that your team has lost, he can make you feel mighty ashamed with just two sincerely spoken words—"We tried!"
—Wilson Sporting Goods Company

Too many persons consider the school band either (1) merely a group exercise in music, or (2) a good public-relations device to build community support for the school. Too few understand how it utilizes its raw material—the student and the music—to promote profitable and natural education.

How the School Band Capitalizes the Fundamental Urges of Youth

IT IS REASONABLE to state that the fundamental urges (or instincts, as they were formerly called) of a student should be recognized and capitalized in the interest of his development and education. The school band offers excellent opportunities for such recognition and capitalization. A few examples will illustrate.

The school band answers in its way the fundamental urge of curiosity. Like eating your first peanut, the participant, after playing one piece of good music, becomes anxious to play another and another. Also he becomes curious about music history, harmony, arranging, and other technical aspects of making music. And he becomes interested in his own musical development and puts forth more and more efforts for his own immediate and ultimate satisfaction and profit.

Band trips to other schools, settings, and towns for festivals and concerts capitalize the migratory urge of the youngster. When a concert artist comes to town it is desirable to plan on group-

ORVILLE FLEMING
Musician and Music Teacher
Reno, Nevada

attendance as a form of field trip. These trips require very careful planning and may cost a little, but they represent wonderful opportunities for the student to get out and see what is happening on the other side of the hill.

The gregarious or herd instinct is most perfectly met in a band. The player is interested in his fellow players (of both sexes) as well as in himself. Because of his craving "to belong" he is anxious at this school age to join any group activity. And as an active member of a band his loyalty to the leader, other members of the band, and his school in general is developed. This band is his, and he is going to be an active, loyal, but well-directed or supervised band member. Sometimes, it is true, extreme feelings of loyalty can be the cause of bad relations in interschool contests and festivals. A wise band leader

will foster the development of loyalty but will point out that good manners, sportsmanship and friendliness toward the competitors are the marks of true loyalty and maturity; and that loyalty to the ideals of music is equally important to the band and its school.

A fine performance both individually and group-wise always deserves a high degree of approbation—another of the student's "wants." Seldom is the negative post-mortem of a concert beneficial. Little mistakes are better overlooked in favor of praise for a good performance. I have observed the positive effects of praise with a young flute pupil. Her coordination was rather poor, but she produced a lovely, sweet, singing sound on her instrument. My praise for her lovely tone motivated her to "play music" with feeling and expression, and by playing these melodies musically and beautifully, her coordination and rhythm improved.

Sympathy may play but little part in band work. However, a card to a sick band member, a friendly visit, or the sending of the school newspaper will brighten his days and make him want to return as soon as possible, and it will capitalize the sender's or visitor's natural desire to be helpful.

The real thrill of music comes when one has gained mastery over his instrument. When one's musical instrument becomes an "extension of the fingers," and there is no thought about the problems of technique, then for the first time in playing the music becomes paramount and an interpretation of the mood is possible. This may imply that the player must be a mature performer and be extremely competent on his instrument. Not so,—for when music of a difficulty that fits within the technique of the performer is played, everyone in the band can experience the joy of mastery. Another thrill of mastery comes when the young player is "moved up" a stand or two; and while in a case like this, one person's gain is another's loss, this changing within the band develops a spirit of rivalry and competition between players that is healthy for individual progress.

Ever since the first man made "music" by striking two stones together, the second man and each succeeding man has made music by imitating those before him. All music is imitative and the problem of the competent leader is to see to it that the student hears the right things to imitate. It is in this urge to imitate that hearing good records, attending demonstrations by capa-

ble people, and taking field trips to concerts pays off in improved performance for the young player. Young people can learn like parrots, and can soak up like blotters the bad as well as the good examples we give them. As educators we should broaden our own musical tastes so we can direct their talents toward better performance.

As for capitalizing the sex urge in band work, I go along completely with McKown's statement, "Since they must live together in later life, educate them together. Give them practice in getting along." The average school band now has more girls in it than boys, and they are frequently the best players. Back when I took school band only one girl was in the band, a flute player who was so good the leader didn't want to be without her services. Gradually a few more girls kept joining our ranks (we resented the encroachment) but the band soon got better—and also more interesting.

Attractive uniforms, snappy marching maneuvers, exciting competitive and "massed bands" events, special concerts (with real, printed programs), and interesting social events are other elements and events which take what the youngster "is and has" and capitalizes these to his benefit.

The Cave Man and the Athletic Official

ROBERT M. ALLEN

Principal-Coach

Perry Community High School

Perry, Illinois

Many years ago the cave man disappeared from the face of the earth. I fear the same thing may happen to the high school athletic official. Of the two, the cave man had the lesser degree of danger to withstand since all he had to face were man-eating animals and the terrors of nature. But consider the poor official! He must take verbal threats and abuses from any moronic, hysterical, crude, popcorn gulping individual who has the price of admission. The preceding sentence ignores the vein-popping, sock-pulling, brow-wiping, vociferous mastermind who sits on the bench and doles out the checks after the game.

How long can the official take it? Can this man who is trying to earn an honest dollar feel down deep that he has just completed a job well

done, or must he indulge in a few moments of prayer for a safe return to his home? How can we as coaches help the young officials to improve and at the same time hold onto the old timers? Along that line may I offer the following suggestions:

1. Pay officials *before* the game. They are going to be paid anyhow, and a coach is frequently in a better mood before than after a game.

2. Never heap blame on an official at the half time or after a game in front of your players.

3. Do not use the official as a scapegoat for you and your team's shortcomings. You hired or sanctioned the men working the game.

4. Familiarize patrons with new rules: A short talk on rules and on game sportsmanship by the coach before the first home game is often helpful.

5. Conduct yourself as a gentleman during and after the game. Being a coach does not grant you the privilege of deriding another man's ability and character.

6. Be firm with players in explaining to them

that the officials are running the show. Ninety-nine per cent of the beefs from players are of the show-off variety.

7. Tell the captain never to question an official's decision based on judgment. An incorrect rules interpretation, yes; but only in a friendly and courteous manner.

8. Display a friendly attitude toward the officials before, during and after the game.

9. Congratulate the officials after the game if you are satisfied with their work. If dissatisfied, stay away from them.

10. Control your emotions when an obvious mistake is made. Remember that you've made several mistakes in your lifetime also.

We need more good officials. Don't drive away the good ones we already have. Give the young ones a break, and try to keep in mind that so long as we have high school athletics, the boys in the striped shirts are an absolute necessity. The cave man has disappeared. Let's not make the high school athletic official do likewise.

—The Illinois Interscholastic

The best interests of the public must always be paramount in a democracy. How can we most effectively control the labor elements that threaten the public welfare?

Federal Versus State Control of Labor Unions

THE PROBLEM OF FINDING AN EFFECTIVE yet a fair method of controlling labor unions has been with us for many years. During the days of the New Deal we had the Wagner Act, officially known as the National Labor Relations Act of 1935. This legislation was in effect from 1935 to 1947 and many observers feel that it was too pro-labor. When the first Republican Congress came into power in 1947, after fourteen years of rule by the Democrats, one of their first moves was to pass legislation to make labor control by the federal government more stringent. This Republican Congress passed the Labor-Management Relations Act of 1947, more popularly known as the Taft-Hartley Act. This act has been the basic regulatory measure that has controlled labor unions since 1947.

The Taft-Hartley Act has many supporters and many people who feel that it should be altered. One of the provisions of the Taft-Hartley Act that has caused a great deal of trouble is Section 14(b) which gives each state the power to enforce more stringent restrictions on union security than is imposed by the Taft-Hartley Act.

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The usual pattern in a state taking advantage of Section 14(b) is to make the union shop illegal in that state. We define the union shop as a contract requirement which forces employees to become members of the certified union in an industry or business within a given period of time after being hired, usually within 30 days.

High school debaters will be debating this year on the general topic of "What Policy in Labor-Management Relations Will Best Serve the People of the United States?" One of the possible debate questions that may finally be selected as the debate topic for the year is:

RESOLVED: That Section 14(b) of the National Labor Relations Act Should Be Repealed.

In order to give high school debaters an idea of the possibilities of this particular debate question, we will include definitions of the terms of this topic.

"SECTION 14(b)"—The famous "Section 14

(b)" of the Taft-Hartley Act (known as the Labor-Management Relations Act of 1947) empowers states to enact "Right-to-Work" laws. "Right-to-Work" laws are legislation which guarantees the worker the right to work without being forced to join a union. "Right-to-Work" laws do not interfere with the right of workers to form or to join a union, to bargain collectively, or to strike. "Right-to-Work" laws have been passed in 19 states with Kansas becoming the nineteenth state in 1958. In the 1958 elections, however, these laws were rejected in California, Colorado, Ohio, Idaho and Washington.

The Taft-Hartley Act made it clear in Section 14(b) that nothing in the federal law was intended to prevent a state from enforcing more stringent restrictions on union security, such as those imposed by the "Right-to-Work" laws now in force in 19 states.

It should be made clear at the outset that "Right-to-Work" laws are state and not federal laws. The federal law (The Taft-Hartley Act) merely gives the states the right to enact more stringent restrictions of union security than are imposed by federal law. The "Right-to-Work" controversy centers itself on the question of whether a worker should be required to be a member of a union as a condition of continuing employment.

A worker in an industry where there exists a company-union contract covering conditions of employment might find that he would be forced to join the union, and a worker already at work in an industry might be forced to join a union that might be formed if the worker did not have the protection of "Right-to-Work" laws.

There are various types of clauses in company-union agreements that require membership in a labor organization as a condition of employment. Management refers to these clauses as "compulsory-unionism" and labor as "union security." Some of the various types are:

The closed shop requires membership in the contracting union before an individual can be employed. He must also remain a member of the union for the duration of his employment. The Taft-Hartley Act makes the closed shop illegal.

The union shop does not require union membership before employment but does require membership within a reasonable time after employment (this is usually thirty days), and for the duration of employment.

Maintenance of membership requires that all

union members continue membership in the organization for the duration of employment.

Perhaps we can illustrate just how the state "Right-to-Work" laws work by giving extracts from a few of the nineteen state laws. In *Arizona* the law reads: "It shall be unlawful for any person to coerce anyone to enter into an agreement, in any form, not to join any labor organization as a condition of securing or continuing in employment. . . . No person shall be denied the opportunity to obtain or retain employment because of nonmembership in a labor organization. . . ." *Louisiana*: "It is hereby declared to be the public policy of Louisiana that the right to work shall not be denied or abridged on account of membership or nonmembership in any labor union or labor organization." *Texas*: "No person shall be denied employment on account of membership or nonmembership in a labor union." *Utah*: "It is hereby declared to be the public policy of the State of Utah that the right of persons to work, whether in private employment or for the State of Utah, its counties, cities, school districts or other political subdivisions, shall not be denied or abridged on account of membership in any labor union, labor organization or any other type of association. . . ."

If Section 14(b) of the Taft-Hartley Act is repealed the states would no longer have the right to enact "Right-to-Work" laws and those laws now in force in the 19 states would become invalid. If this is done the control of labor-management relations would go entirely to the federal government.

"OF THE NATIONAL LABOR RELATIONS ACT"—The National Labor Relations Act of 1935 was popularly called the Wagner Act. It was the basic federal labor relations act which governed the labor scene from 1935 until the enactment of the Taft-Hartley Act (official name of the Labor-Management Relations Act of 1947) in 1947. The Wagner Act gave labor the right to bargain collectively.

In this debate when the term National Labor Relations Act is used we believe that we mean the present basic labor law of the country which is the Taft-Hartley Act (The Labor-Management Relations Act of 1947) because this is the act which contains the controversial Section 14(b) described above.

"SHOULD"—The term *should* implies that the affirmative team must show that the repeal of Section 14(b) of the Taft-Hartley Act is either desirable or necessary or both at the present time

and that it should remain repealed in the future. It is not necessary for the affirmative to prove that this repeal will actually come about. The task of the affirmative is to show that repeal *should* come about.

"BE REPEALED"—We can define the term *repeal* with a simple dictionary definition which means to do away with or to revoke. In this debate the term means to take away the right of the states to enforce more stringent restrictions on union security than is provided in federal law. It is possible that if Section 14(b) is repealed that the federal government might enact federal legislation that is just as stringent as the strongest state "Right-to-Work" law.

POWERS OF THE STATE IN LABOR RELATIONS

One of the most important words in the field of labor relations in this country today is "right-to-work" a form of legislation passed by individual states that is fast becoming a major political problem. The right-to-work laws are restrictions upon union security (forced membership in a union within a reasonable time after employment) that have been adopted by nineteen states since they were made legal by Section 14(b) of the Taft-Hartley Act of 1947. These laws have the effect of barring the "union shop" in the states where they have been enacted. Right-to-work laws go a step beyond the ban of the "closed shop" that was imposed upon the entire country by the Taft-Hartley Act.

The importance of the "right-to-work" laws as political issues should not be overlooked by the debater. In 1956 the Democratic Party took a stand against these laws when it made its campaign platform. The Democratic Convention called for the repeal of the Taft-Hartley Act, because, the platform said, "the State right-to-work laws have their genesis" in that act. It was further pointed out that the Taft-Hartley Act permits states to ban the "union shop" which otherwise is permitted by the federal law. It is interesting to note that although the Democrats lost the Presidency they won both houses of Congress in 1956.

Reaction to the "right-to-work" law took a different turn in the rock-ribbed Republican state of Kansas. In 1955 the Kansas legislature passed a "right-to-work" law. This bill was vetoed by Governor Fred Hall. Following his veto he entered the Republican primary and became the first Republican governor of Kansas in 26 years that the voters of Kansas refused to renominate to head the Republican ticket. His veto of the

"right-to-work" law was credited with this defeat. In the 1958 election Kansas was the only state to adopt a "right-to-work" law while the proposal was defeated in California, Colorado, Ohio, Idaho and Washington. In this same election Kansas elected a Democrat as Governor and elected three Democrats of its six congressmen when it had elected only one Democrat in 1956.

FIGHT OVER THE "UNION SHOP" CONDUCTED ON A STATE BASIS

Under existing law (Section 14(b) of Taft-Hartley Act) any fight over the passage of "right-to-work" laws will be centered in the individual states. The nineteen states having "right-to-work" laws are located in several sections of the country. All of the eleven states of the Solid South have passed "right-to-work" laws, but Louisiana repealed the law after one year.

The second group of states with "right-to-work" laws are the Great Plains states. The states of North and South Dakota, Nebraska, Kansas and Iowa have such laws. The remaining four states with "right-to-work" laws are Nevada, Utah and Arizona in the West and Indiana in the area where we have the greatest concentration of organized labor. Passage of "right-to-work" legislation in Indiana came as a great surprise to organized labor. One incident of the killing during a strike of a nine-year-old daughter of a non-union worker who lived in a trailer camp had a great effect upon public opinion at the time the measure was being discussed.

Since the fight to pass "right-to-work" laws has centered in the states, labor unions have prepared for an all out drive to stop this movement in the states that have not passed such laws and to get the "right-to-work" laws repealed that are now effective. A roll of the states with "right-to-work" laws is as follows: Alabama, 1953; Arizona, 1947; Arkansas, 1947; Florida, 1943; Georgia, 1947; Indiana, 1957; Iowa, 1947; Kansas, 1958; Mississippi, 1954; Nebraska, 1947; Nevada, 1951; North Carolina, 1947; North Dakota, 1947; South Carolina, 1954; South Dakota, 1947; Tennessee, 1947; Texas, 1947; Utah, 1955; and Virginia, 1947.

Groups who favor the "right-to-work" laws are just as active as the unions in their attempts to extend these laws in other states, and to retain them on the statute books where these laws have been passed. We will have to wait to see whether the unions or the proponents of the "right-to-work" laws will win out in the future. At the pres-

ent time it appears as if we will not have many additional states passing laws of this type.

LABOR FEARS STATE REGULATION MORE THAN FEDERAL REGULATION

Union leaders seem to be more upset by the movement toward state "right-to-work" laws than they have been by any federal legislation that has been passed or that is in prospect. The present move to give the states the right to regulate labor relations is feared by union officials because historically state regulation has been much more stringent than federal interference. Up to 1959 labor was resigned to try to live with the Taft-Hartley Act since there appears to be little hope that any impending legislation will weaken the regulation that the Taft-Hartley Act has imposed.

Organized labor fears state attempts to outlaw the "union shop" more than any threat that has developed to the plans of organized labor from federal sources during recent times. Most state laws regarding labor have been most restrictive. In spite of the fact that the Taft-Hartley Act encouraged the states to provide machinery for the settlement of labor disputes and the conducting of representative elections, only 12 states have passed such laws since 1947. On the whole the most important effect of the powers given to the states in labor relations by the Taft-Hartley Act has been to stimulate the adoptions of laws to restrict increases in union membership and not to encourage development of new facilities for conciliation or mediation of disputes.

Labor unions were first subjected to control in the United States in the early 1800's by means of prosecutions for violations of common law principles of criminal and civil conspiracy. The next type of restriction on unions was the injunction—a court restraining order used when there was no adequate remedy at law for a threatened injury to property rights. The injunction was used by employers exclusively from 1900–1932. A marked change in the legal position of labor occurred in 1932, when the Norris-LaGuardia Act virtually outlawed the granting of labor injunctions by federal courts. A number of states enacted similar legislation at that time. The right of labor to organize and to bargain collectively came in both the National Industrial Recovery Act of 1933 and the National Labor Relations Act (Wagner Act) of 1935.

The trend in the states toward restrictive regulations for labor had gotten under way before

World War II. Wartime strikes and fear of the increased strength of organized labor caused public concern, and a flood of restrictive legislation was introduced into the state legislatures in the early 1940's. In 1943 alone, 12 states enacted laws to restrict the activities of labor. When the National Labor-Management Relations Act of 1947 (Taft-Hartley Act) was passed banning "unfair labor practices" by unions as well as by employers, considerably stronger resolutions on labor relations had already been considered by many states. Union officials have always feared the development of state legislation controlling labor activities.

COMPULSORY UNIONISM IS GROWING IN THE UNITED STATES

There has been a strong tendency toward forcing workers to join unions as a condition of employment since 1950. In 1946 about 50 per cent of our nonagricultural workers were employed by union shops that required union membership as a condition of continuing employment. By 1949 the percentage was 49 and by 1955 we had 64 per cent of our nonagricultural workers employed in union shops. If we include those workers who have to stay in the union once they join we find that compulsory unionism now has control of over 81 per cent of the workers, an increase from 69 per cent in 1949.

The number of workers who could still decide whether they wanted to belong to a union declined from 31 per cent in 1949 to only 19 per cent in 1955. In 1955 we found that some 18,000 employees of General Motors Corporation were forced into unions. Many of these employees were long time employees of General Motors who had formerly refused to join the union.

These percentages of workers who were forced to become members of a labor organization as a condition of employment joined only because of the force used on them. Today we have over 17 million members of labor unions out of a total labor force of over 64 million.

STATE LAWS BANNING "CLOSED AND UNION SHOPS" ARE WELL ESTABLISHED

State laws banning both the "closed and the union shop" are now well established. The Taft-Hartley Act specifically exempted those laws from federal control by providing that "nothing in this act shall be construed as authorizing the execution or application of agreements requiring membership in a labor organization as a condition of employment in any state or territory in which

such execution or application is prohibited by state or territorial law." If a state has a "right-to-work" law then the "union shop" is illegal in that state even though the industry is engaged in interstate commerce. In 1948 the Supreme Court sustained the constitutionality of "right-to-work" laws.

Although the right of the states to regulate many labor practices has clearly been established there is a growing tendency for the federal government to take over more and more of this control. Congress has failed, up to this point, to spell out specifically those areas in labor relations that are the province of the federal government and those that are left to the states. The result of this lack of a clear understanding of which unit of government has power in difficult situations has caused us to rely more and more upon court decisions to see which government has jurisdiction.

By and large, court decisions have tended to widen the scope of power of the federal government in labor relations and to diminish the power of the states. The Taft-Hartley Act also lessened the power of the states over labor. Court decisions since the enactment of the Taft-Hartley Act in 1947, have tended to halt regulation of labor by the states in many situations where the state was supreme. In 1951 the Supreme Court invalidated the Wisconsin law requiring compulsory arbitration in public utility disputes. The court said that this law denied utility workers of the right to strike, a right which is guaranteed under federal law.

In the *Garner vs. Teamsters Union* case in 1953 a law of Pennsylvania was invalidated that had been designed to restrain picketing. In this case pickets were appealing to employees of the firm to join a teamster's local. Because the picketing resulted in considerable damage to the business, the employer sought a restraining order on the ground that the picketing was an attempt to coerce him into committing an illegal act—namely, to induce his employees to join the union. The Supreme Court ruled that when a state law did not agree with the federal law regarding picketing that the federal law was the one that should be obeyed. This decision greatly weakened the power of the State of Pennsylvania over labor relations.

Many lawyers believe that the *Garner* case will have the effect of restricting state authority to the mere exercise of police powers against crime and violence in labor disputes.

LABOR AND MANAGEMENT HAVE DIFFERENT VIEWS REGARDING STATE CONTROL

Today Congress is faced with the problem of determining whether labor relations shall be controlled by the state or the federal government. Labor and management have opposing views on this problem. Labor favors the federal government as the dominant power in labor relations, while management wants the states to have the greatest control.

Labor is convinced that if the states are given the power to regulate labor relations that their right to collective bargaining will eventually be weakened. Management contends that if the states have the power to regulate labor problems that labor disputes will be brought to a fairer and speedier conclusion with less legal tangles. Management has presented the following six arguments for reinforcing state powers in labor disputes:

1. Most labor disputes are purely local in their impact.
2. Expeditious action by local authorities may prevent disputes from reaching a critical stage and may prevent violence.
3. The federal agency is too remote to have a full grasp of local situations.
4. Overextended regulation by the federal agency necessarily results in rigid rules of procedure and requires needless legal expenditures.
5. The federal docket is so crowded that it takes months or years to process a case, and
6. Prevailing court decisions on federal pre-emption invade police powers of the states.

SUMMARY OF STATE "RIGHT-TO-WORK" LAWS IN 1959

Alabama passed right-to-work law in 1953. Impact of the law has been to suggest that state policy is against strong unions and so it is more difficult to organize unions in Alabama. It has put an end to the closed shop in most building and printing trades.

Arizona outlawed compulsory unionism in 1946 by referendum with a 59 per cent majority. The closed shop continues to operate with many of the union members in closed shop craft unions. The contractor who hires nonunion workers is likely to find most of his men reporting "sick."

Arkansas passed a right-to-work constitutional amendment in 1944. Law did not change anything very much, because not even the building trades had won a closed shop in Arkansas.

Florida voters put a right-to-work amendment

in their constitution in 1944. Labor has been working to repeal the amendment, with little success. Actually the law is ineffective and the attorney general is attempting to make the law more effective in the future.

Georgia passed its law in 1947. According to W. M. Crim, secretary of the Georgia AFL-CIO it has had "no appreciable effect. We have more people under union organization now than ever before."

Indiana's law went into effect in 1958. Law exempted existing union contracts so unions demanded three and five year union shop contracts in summer of 1958. A five year contract would give unions two sessions of the legislature in which to fight the law.

Iowa passed a right-to-work law in 1947 in spite of a march of 50,000 workers on the state capitol. Iowa is one of a very few states where an appreciable number of union cards have been turned in. The continuing move of industry into Iowa has raised union membership to a new high of 135,000 members. Craft unions are still closed shop.

Mississippi passed its law in 1954 and it has been used to secure injunctions against building trade unions that picketed building sites demanding union recognition. It is difficult to organize new unions in Mississippi.

Nebraska passed a referendum in 1946 with 62 per cent approving. AFL-CIO membership is now 40,000, about the same as in 1946.

Nevada passed its law in 1952, but it has been ineffective. Most of the union men of Nevada are in the building trades.

North Carolina passed its law in 1947, but union membership has increased 40 per cent since the law attracted new industry.

North Dakota has a law that has been called "beneficial to have, but there is no specific use for it right now." It was passed in 1948.

South Carolina has a law passed in 1954, but it has had little or no effect on old union shop agreements.

South Dakota passed a constitutional amendment in 1946 by a three to one vote. Law is ineffective since union members will not work with nonunion men, and so contractors avoid them.

Tennessee has had a right-to-work law since 1947, but it has little practical effect. Governor Clement favored repeal.

Texas passed its law in 1947 but today Texas has 350,000 union members, about a third more than when the law was passed.

Utah passed its law in 1955, and it has reduced union membership in the state.

Virginia passed law in 1947. Has hampered union organization somewhat.

Why All-Star Games Are Opposed

Since so many nationally recognized organizations have taken definite stands against games of an all-star nature for youth of school age, there must be justifiable reasons. In general the reasons are:

1. They violate all the recognized basic objectives of elementary and secondary education in America.

The purposes of the elementary and secondary schools are to provide the basic skills needed for adult life and to provide a broad general education in all areas which make for effective living and good citizenship.

There is no specialization to either the elementary or junior high schools of America and only in the senior high schools is there a beginning of specialization. Why, therefore, should specialization become a part of athletics for American youth?

2. They are an unnecessary and undesirable extension of the normal season of play, and consequently interrupt school work if played during the school term; and if played during the summer are out of season and wholly unnecessary.
3. They tend to commercialize the amateur athletics of youth, and make the profit motive take precedence over playing for the fun of playing.
4. They exploit the school trained athletes in almost every instance for publicity or profit.
5. They place a false value and emphasis on the place of athletics in our educational system, and in the minds of the youth participating. They emphasize athletics for the select few rather than for all.
6. They develop innumerable injustices in the selection, or even the nonselection of players. All-star teams are selected from as many communities as possible to have all areas represented in order to stimulate interest in the promotion and increase ticket sales.

In general, not more than two or three players may be selected from any school or community no matter how many stars may be in said area.

7. They produce no new practical values to the players and frequently produce a sophisticated, egotistical attitude which colors their future relationship with players and groups. The publicity provided and the entertainment received constitute the major value to the individuals.
8. They tend to be used mainly by the larger colleges and universities for try-out purposes for the potential talent of the area for athletic recruitment.
In many instances such games have been the "market place" in which the "wares" of the players have been displayed before the highest bidder.
9. They produce only a pitifully small percent-

age of the receipts for the charitable or stated purposes usually associated with such promotions.

Few of the promoters of such games file publicly a financial statement revealing the use of said funds.

10. They seek to gain an advantage of strength by using outstanding players from several teams. Championship teams are dropped in favor of so-called all-stars.
11. They make their appeal to artificial groups which do not represent any natural following or loyalty, and therefore the games become in reality only exhibitions.
12. They emphasize an activity for boys who have already had a full season of competition, fine coaching, good fellowship, and ample opportunities to develop leadership and to think in action.—Minnesota State High School League.

A good assembly is educationally justifiable, dynamic, appropriate, creative, resourceful, entertaining—vital to the life of the school and community.

A Spanish Club Assembly Program

IN SETTING UP ANY ASSEMBLY PROGRAM, the planner or planners should try to analyze the program in light of four criteria listed by Nellie Zetta Thompson.¹ These are:

1. A good assembly is educationally justifiable; it enriches the educational experience of the individual, affords democratic group experience, and advances the total program of the school.
2. A good assembly reaches out into the community; it engenders wholesome and mutually beneficial community-school relationships, perpetuates the American way of life, and emphasizes the international aspects of modern living.
3. A good assembly is in accord with sound educational policies and practices; it is probably curricular rather than extracurricular, conforms to characteristics desirable for any teaching situation, and has a self-controlled audience.
4. A good assembly is dynamic; it is appropriate, places emphasis on creativity and resourcefulness, and is vital to the life of the school.

Assuming that a Spanish Club or a home room group who are also members of a Spanish class are putting on an assembly program, let us analyze the program in light of these four criteria. The

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program is based on the idea that the entire audience is taking a trip through Spain or Mexico, whichever fits better into the school plan of study for the Spanish classes.

On this trip a narrator will tell about the various methods of travel, famous cities, parks, castles, scenery, and other things of interest. Simple but easily recognized pictures or scenery are used, or tableaux of living people, to give a hint of what we are seeing. Appropriate background music is played. This assembly would fit in well for United Nations Day or some similar occasion. Now let us check to see how effective our assembly might be considered.

IS THIS ASSEMBLY EDUCATIONALLY JUSTIFIABLE?

The mere fact that the narrator and the other persons participating in the assembly must first have collected the facts they are using and have made themselves familiar with those facts indicates that the participants have learned something educationally sound that will add greatly to their experience and learning in the field of Spanish

¹ Thompson, Nellie Zetta. *Vitalized Assemblies*. New York: E. P. Dutton & Co., Inc., 1952. pp. 138-141.

and its background. The work they have put in certainly enriches their educational experience.

Through working together to compile and present this material in an interesting way to the audience these young people surely have learned a little more about working cooperatively and democratically.

The learning which takes place on the audience level certainly must add to the total understanding of the student body regarding the purposes and interests of Spanish. The interest generated by this program should help materially in boosting student interest in school as a whole.

DOES THIS ASSEMBLY REACH OUT INTO THE COMMUNITY?

Any assembly which catches the fancy of the students will in all probability be frequently mentioned outside the school. The students in any school are its best public relations medium. If young people show interest and liking for what they see or do in school, the community will be satisfied and favorable toward the schools and what they are trying to do. In this way such an assembly can reach out into the community and aid in the forming and maintenance of wholesome and mutually beneficial community-school relationships.

With the contrast between our way of living and the way illustrated in the program, the students are naturally going to be intrigued by others' ways of doing things, but at the same time, there probably wouldn't be two people out of a thousand who would change their way of life simply because they saw another way explained.

Most individuals would appreciate even more what we have in our country as compared to other places in the world. Such an assembly would certainly not detract from our way of life.

Any situation that will help people see or understand something about the way people of other lands live emphasizes the international aspects of modern living. Our world grows smaller almost daily.

When it is brought out that the people about whom we are hearing and thinking are only a few hours' distance from us and yet still live as their ancestors did several hundred years ago, we are definitely aware of the influence they could exert on us and even more aware of the influence we might exert on them. Many of us are descended from these people. Our own land was explored and partially settled by them.

IS THIS ASSEMBLY IN ACCORD WITH SOUND EDUCATIONAL POLICIES AND PRACTICES?

This assembly is definitely a curricular part of the student's life. Not only is the assembly considered a regular part of student life, but the content of this assembly is tied up very closely with a regular curricular subject, Spanish. The participants are continuing a learning experience begun in the classroom.

There is definite learning going on, both on the part of the participants and on the part of the audience, especially those people who are also studying Spanish or who intend to study it in the future. Besides the Spanish learning that is taking place, there are the expected learnings related to poise, stage presence, stage management, etc.

The audience is learning to behave the way audiences should. Since this is an interesting program, the audience has no wish to move around or talk and miss any part of what is going on. We assume, of course, that there is a controlled system of entrance and exit for the audience and a certain amount of pre-training in audience behavior.

IS THIS ASSEMBLY DYNAMIC?

This assembly is one of the most appropriate presented all year. It is appropriate for the occasion and for the type of audience. It is related to regular school work. Could any assembly be more appropriate?

By the very nature of the material being presented, we realize that there is much emphasis on creativity and resourcefulness, especially in view of the fact that the students themselves have planned the narration, have planned and executed the props and scenery, and have worked on the details of presentation. There is no prearranged or preplanned script. There are no notes or suggestions on the scenery for such a presentation.

The work is entirely the creative child of the participants. By participants, I definitely do not mean those in evidence on the stage or over the microphone. I mean all the young people who have any part in the planning or execution of this assembly.

This program is vital to the life of the school. It touches on the daily lives of a large segment of the school population either directly or indirectly. There must of necessity be many students involved in presenting this program. In addition, their friends and classmates are involved emotionally. It is boosting the morale and spirit of the school and is especially valuable to the par-

ticipating persons. A segment of the school population would lose a valuable, vital, alive part of itself without this cooperative and enjoyable endeavor.

CONCLUSIONS

Obviously this program fulfills the four criteria of a good assembly program. It is educa-

tionally justifiable, reaches out into the community, is in accord with sound educational policies and practices, and is dynamic. Too, this type of assembly program would be just as worthwhile if it were staged by any other foreign language club or class, French, German, or Latin.

The student handbook is one of the most essential publications in a modern school (large or small) because it presents in an attractive form the information which the student MUST have in order to become a happy, helpful, and respected citizen of the school. Here are some excellent suggestions for the handbook staff.

Some Suggestions For Student Handbooks

A SCHOLAR FROM MEDIEVAL TIMES might be perplexed were it possible for him to examine one of the major publications produced by some of our modern secondary schools but he might not be totally baffled by this invention popularly known as the handbook. For student handbooks, so it is recorded in the history of education, were in use even in medieval times. Apparently they were employed as one means of promoting enlightenment on rules of conduct and good manners, within the interpretation of the times.

Although the student handbook is definitely not a modern-day invention, only recently have our schools begun to show marked interest in the potentialities of the handbook. Within the last few years, increasingly greater numbers of schools have for the first time published handbooks for use by students. It would seem safe to assume that the strong trend in this direction will continue and that within a few years there will remain few schools which, at least at the secondary level, do not undertake to publish some type of student handbook.

One has only to examine a few of the handbooks used in our schools to become aware of the great variation which exists in the policies and practices associated with preparing such publications, in the content and format of the handbook, and in the functions and uses which the completed publications are designed to serve. Through examining a considerable number of student handbooks secured from schools in the state of Michigan, the writer has become acquainted with many of the practices employed in their preparation as well as problems associated with their production and use. Committees

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charged with planning a school's handbook, or individual teachers desirous of exploring the possibilities of the handbook in a particular school have sought assistance on matters relating to designing, publishing and utilizing the handbook in the educational program. The suggestions which follow grow out of this experience over a period of several years and represent some of the general principles and recommendations which have been offered in response to such requests. These recommendations are preceded by three general observations from which many of the more specific suggestions have been drawn.

The educational values of the various processes and procedures involved in developing the school handbook should be considered of prime importance in their own right as worthy of careful planning and preparation as the actual product, the handbook. Many opportunities for educative experience can be associated with the production of the handbook; these can, and should, be made accessible to as many students as can be accommodated with profit to themselves and to the school. In addition to its educative value to students, this participation may very well result in a better publication, may contribute to morale and working relationships within the school, and may promote a much more conscientious and intelligent use of the handbook by both students and faculty.

The purposes and uses of the handbook should be stated and defined as carefully and explicitly as possible early in the program of preparation,

with the results of this labor employed systematically as a functional guide and frame of reference when determining design, content, and mechanics of preparation.

And finally, the student handbook should, in a sense, never be quite finished or completed. Every edition or publication run should represent the most recent effort to keep in step with the changes which occur continuously in every school.

More specific suggestions which derive from these observations are offered as follows:

1. Involve students extensively, wherever appropriate, in all processes of planning, designing, preparing and using the handbook. The school council, student committees, class and homeroom groups, officers in various organizations and activities—these sources of assistance and direction should not be neglected in the preparation of the handbook.

2. Keep the first attempt at the student handbook relatively simple and uncomplicated. Avoid trying to prepare, on the first attempt, a perfect document or a publication which is all-inclusive or comprehensive to the ultimate degree.

3. Consider the merits of developing a working draft and using it during a trial period. Then revise as experience warrants. Such an approach has been followed by Grand Rapids Christian High School; at the top of the copy of its handbook which was examined by the writer appears the notation, "To be printed after a year of experimental use."

4. Explore the use of inexpensive duplicating processes, such as mimeographing, particularly for the initial draft or "working" form of the handbook. Employ visual aids, such as line drawings, illustrations and diagrams where they can be included to good advantage. However, it is questionable practice to stress ornamentation or to cloak the handbook in elaborate or expensive covers.

The 1956 Student Handbook published by Northeastern High School, Detroit, is an excellent example of the effective use of an inexpensive duplicating process (in this case, mimeographing). In addition, this ninety-two page publication makes liberal use of simple line illustrations in organizing and high-lighting material.

5. Outline in detail the anticipated uses and the possible mechanics of employing the handbook—these uses may well include orientation to school, guidance, reference resource, booster and morale builder, instruction, and general administrative functions. Then decide what facts, infor-

mation and arrangement of material can best serve these several related yet diverse purposes without slighting or over-emphasizing any one.

6. Strive for a balance in presentation and a positive tone which avoids the temptation to prescribe "do's" and "don'ts." It is perhaps all too easy to make the handbook into a "don't book." The value of providing instruction with respect to school regulations and general policies and procedures is not in question here; the point is to beware an excessively moralizing tone which may seriously limit acceptance and use of the handbook.

7. Examination of handbooks prepared in other schools can be a highly informative and helpful phase of planning the publication for one's own school. To rely too heavily on what another school has done, however, may result in inadequate attention being given to the particular needs and circumstances in the local school. Rather than emulate what other schools have done, direct the principal efforts to the production of a handbook which clearly and adequately represents the school and the way of life embodied in the total educational program.

8. As the handbook is placed in use, institute systematic evaluation procedures for determining how, by whom, and with what results the handbook is utilized and to secure specific criticisms, reactions and recommendations from students as well as from staff members. These procedures may include, for example, the use of survey forms, open discussion, observation of use in structured situations, "suggestion box" reactions, and evidence of use as indicated by general knowledge of school policies, programs, building arrangements, etc.

9. The handbook, particularly if it is fairly detailed and comprehensive, becomes dated rapidly. It is desirable that the handbook be revised periodically, preferably each year, and brought up to date to reflect major changes in programs, activities, personnel, policies and the like. The need for and values of periodic revision lend support to the use of comparatively inexpensive processes of duplicating and binding the handbook. A few schools publish handbooks employing a loose-leaf binder arrangement, so that pages can be removed and new pages added with a minimum of difficulty. A variation on this is the "F Book" published by Fordson High School, Dearborn. The 1958 edition employs a plastic spiral binder which would permit modifications in the nature

and order of contents if changes were desired.

10. Financing the publication of a student handbook should be regarded as a legitimate and defensible educational expenditure, to be borne in the same way as are other basic costs and expenses of the school program. This principle deserves emphasis for there is much inclination to view the handbook as an "extra," to be financed through money-raising schemes of one kind or another. Were the student handbook solely an "extra," concerned only with areas, activities and matters in some way set off from the main business of the school, such incidental provisions for support might be justified. However, if the potentials of the student handbook in the areas of orientation, guidance and general education are fully recognized, nothing short of

systematic support from general school funds can be regarded as adequate.

Student handbooks come in all shapes, sizes, styles and colors. Many are small pocket-size manuals; some consist of very brief outlines of courses, activities and regulations of the school; a few provide quite detailed descriptions (sometimes even histories) of all aspects of the educational program. The ways in which handbooks are produced and employed are nearly as varied as the handbooks themselves. Therefore, the foregoing suggestions have not been presented with the thought that they are fully applicable in any and all schools. They have been offered with the hope that they will prove useful as general guides, especially to the school on the threshold of a program to develop a handbook for its students.

Reasonably enough, every school activity should be justified on the basis of its accomplishments or its hoped-for achievements. Here is one approach towards convincing the administration of the values of a proposed school newspaper.

The School Newspaper Mirrors the School

AS AN ENGLISH TEACHER in the Junior High School of Something City, I would like to second the request of the students who wish to publish a school newspaper. I can anticipate most of the disadvantages and negatives in the situation, because I worked on a school newspaper when I was in high school and college, and helped to counsel the student-workers when I taught previously in another school.

In talking about a school newspaper, I am not thinking about the little page with trite and well-worn jokes and gossip (who is going with whom) about members of the school classes. This sort of paper brings no credit either to the students who publish it, or to the community.

The school newspaper should be a reflection of whatever is best in the school. I am thinking about a real miniature newspaper, with concise, well-written stories about people in the school and the events which they took part in or plan to take part in. This kind of paper cannot only recognize achievement and promote worthy activities but also do a real public relations job for the schools, both in this community and with neighboring schools.

Those of us who know the schools on a day-by-day basis, know how many hard working students and faculty members there are in any school

MARGARET S. AUGUSTINE
Carson City Junior High School
Carson City, Nevada

system. We are justifiably concerned when the townspeople think of the high school as a group of teenagers who ride around town in jalopies, initiate freshmen in outlandish ceremonies, or occasionally make the headlines of the local paper when one or two youngsters "borrow" some hubcaps.

Will the town as a whole know how many teachers are adding to their professional equipment this summer by taking work at different universities at their own expense? Will the community know that Johnny Jones who was picked up the other night for being out after curfew, can also present an exciting account of an athletic contest? As a matter of fact, will anyone in school know this except Johnny's English teacher?

The staff which works on a school newspaper takes part in a learning situation in which its best efforts in written English are used. Journalism, even at the high school or junior high school level, teaches organization of material, organization of time, responsibility for meeting deadlines, judgment, impartiality, and a respect for words and their uses which comprise an accurate rep-

resentation of the efficiency of instruction in the English language. Anyone who has ever tried to write headlines will want a copy of Roget's Thesaurus at his elbow. As a practical application of grammar, rhetoric and spelling, it does more for the students who work on the paper than for those who read it. For this reason, as many students as possible should work on different departments of a school newspaper. Everyone has something to contribute. Proofreading itself has caused more than one student to consult and respect a dictionary. Working on a newspaper can be a method of enriching the curriculum, especially for the able student who learns easily and becomes bored with ordinary school routine.

But the larger benefits, the interest which accrues to the community as a whole from the work of these dedicated and industrious students and faculty sponsors, is in the good will towards the schools which the school newspaper builds.

Just as the parents, relatives and friends of the school play participants make up the bulk of the audience of a school play presentation, so the parents, relatives and friends of the school paper contributors search the pages for Johnny's or Susie's article or cartoon. Unlike the school play, which must be seen only at the time of presentation, the school paper is passed from hand to hand and from family to family. While searching for Johnny's or Susie's contribution, the reader will learn about adult education classes being offered by the school system; about the importance to the school of the school bond issue to be voted on at the next election; about the statewide essay contest in which so many students are entered; about the football player who was elected to the National Honor Society, and many other items which reflect credit on the schools.

When this school paper is exchanged for school papers of other communities, a respect for the integrity and soundness of our schools is developed and maintained and this has no correlation with the score by which our basketball team beat theirs, or vice versa.

For the sake of the students, the school board, the community, and in the interest of a factual and readable interpretation of school problems and activities which the state legislature can study with profit, I ask that you give your serious consideration to the merits of approving a well-managed and well-edited school newspaper for this school. Although some subsidy may be necessary at first, until the paper can prove itself, in time the sale of advertising and sales of the papers

should make the enterprise self-supporting. Many profitable corporations would be happy if their public relations programs could prove their own justification.

Sterilization of School-Band Wind Instruments

ARTHUR H. BRYAN
Jacksonville University
Jacksonville, Florida

Nearly all schools sponsor some sort of an orchestra or band which involves purchase and exchange by many students of brass or reed instruments. The school public-health worker, hygienist, or music teacher—as well as the professional musician—should give some thought to the possible risks which may be incurred.

Nurses and doctors, as a necessary hygienic measure, keep thermometers in alcohol, and rinse them in an antiseptic solution before using them in the patient's mouth. Housewives, too, rinse their dishes in hot water in order to sterilize them.

Most players of wind instruments, however, are very careless in these matters. Is it hygienically safe for student musicians to play each other's instruments? Is it important that mouth pieces be cleansed regularly? Do not brass and reed mouthpieces need some kind of sterilization?

The mouth—as is well known—harbors literally millions of microorganisms. The brass cup mouthpieces that come directly in contact with the musician's moist lips and the reed instrument held for long periods of time in the musician's mouth may pick up many thousands of oral bacteria. These, in turn, can reinfect an individual playing the instrument if hygienic measures are not previously carried out by sterilizing or, at least, cleaning the mouthpiece regularly. Such were the considerations which led to a study in the bacteriology laboratory of brass and reed instrument mouthpieces belonging to school bands and orchestras. The following are a few of the observations made during the study.

The tuba, trombone, French horn, and cornet contained the fewest numbers of microbes. Bacterial counts in the brass mouth pieces varied directly with the lapse of cleaning. The reed instruments harbored millions of possible pathogenic micrococci, with the numbers, generally, directly proportional to the recency of cleansing or disinfecting. The smallest reed instrument

mouthpieces, such as oboe, bassoon, clarinet, and saxophone, harbored the greatest number of microbes, often too numerous for an accurate colony count.

Students who washed or sterilized their brass mouthpieces in hot, soapy water daily reduced the bacterial count to a comparatively few air microbes and relatively fewer micrococci. Boiling brass instrument mouthpieces for 20-30 minutes sterilized them completely, or reduced the microbial flora to a negligible number.

The reed instruments need special prophylactic attention, for the reeds themselves are damaged by boiling or by using soapy water. Reed instrument mouthpieces rinsed for 10 minutes in various dilutions of hypochlorous acid, which liberates nascent chlorine, reduced microbial counts to as low as 30,000 per 150 cc. of wash water. When 5 parts per million hypochlorous acid, the weakest strength tested, was used, it required two hours before the reeds were comparatively germ free.

Twenty-four hour immersion in any of the various antiseptics tested apparently did not injure materially the vibratory movements of the reeds. Musicians played them afterward. If the reeds were soaked in any of the 20-odd antiseptics tested for only half an hour, and washed in warm water to remove the antiseptic and finally dried

immediately, the reeds (both wood and plastic) were not injured.

The mouthpieces minus the reeds were rendered practically sterile by immersion for half an hour in any of the antiseptics tested. Brasses need only boiling for 20 minutes or immersion in any antiseptic solution to render them virtually sterile. Any antiseptics on the market, suitable for use on wind instruments, will give germicidal coefficients as indicated in their circulars. Because all these antiseptics are subject to government foods and drugs assay, they can be relied on.

Our observations indicated very little, if any damage to reeds soaked in standard, nonirritating antiseptics, especially if they are set aside to dry out and harden for a few days. The exceptions, according to musicians, are the chlorine liberating antiseptics. These are bleaching agents, which whiten, then soften, and finally harden the reeds, so that they become hard to play.

The writer has done work with air, mouth, dust, book, and lip bacteria. I have never seen such appalling bacterial contamination as can be washed from the mouthpieces of foul reed instruments. Cesspools could be clean by comparison. Certainly school authorities should insist on the simple sterilization of wind instrument mouthpieces before exchange or use as a hygienic necessity.—School Science and Mathematics.

In almost every school there is a great deal of student talent that is never discovered, developed, and capitalized—and everyone loses. How can this weakness be strengthened? Here is one way.

Improving Auditions and Tryouts

STORIES ABOUT THE FAMOUS SINGER who couldn't make the glee club in his school days, or about the college football star who never played in high school, are fairly common. While such instances are clearly exceptional, not so rare are the many lesser talents and potentialities which go unencouraged and undiscovered. Our present testing programs are concerned with identifying and discovering talent in academic-apptitude areas. Are we not equally anxious to search for capacities in all fields and to encourage every pupil to develop and utilize his best abilities in appropriate school activities?

Orientation programs, home rooms, and core classes are doing a vastly improved job in acquainting and familiarizing pupils with the

M. L. STORY

Winthrop College

Rock Hill, South Carolina

various school activities in which they may engage. An area, however, which often needs improvement is the formal or systematic process of qualifying or trying out for membership or participation in such activities. Guidance only begins when we inform a pupil about the dramatic club or the school newspaper. Its ultimate value depends upon our actually bringing together the talented pupil and the appropriate pursuit.

Because pupils are typically faced with difficult problems of self-discovery, it is never sufficient to rely wholly upon an expressed interest.

It is through exploration and tryout that interests and self-discovery often emerge together. The pupil who has had little experience in certain activities almost never shows up at the tryout. Musical directors have long since resorted to group testing for musical aptitude because they know from experience that those youngsters with appropriate talent are not necessarily the ones who will buy cornets and present themselves at band rehearsal.

The improvement of tryout opportunities for pupils can be accomplished in a number of ways. First of all, each teacher must in a sense, continually audition students. Especially in such areas as speech activities, writing or journalistic activities, and student leadership of various types, the teacher should be constantly alert to student potentialities. She is better able than the pupil to see the application of his abilities to various activities and to call them to the attention of both the pupil and the appropriate coach or sponsor. To limit tryouts to the procedure of a bulletin board notice and a single qualifying occasion is to overlook a wealth of possible talent.

If formal auditions or tryouts are held, these should not be limited to one-shot opportunities but should be held often and at regular intervals. All too commonly, a pupil may miss such an opportunity because he is unable to be there at the time. Again, he may not be highly motivated, and the first or second occasion may pass before he decides to participate. Developmental patterns are such that a pupil who ignores the debating team at the beginning of the year may show an intense interest in it during the second semester.

Social cliques or cleavages should never be allowed to influence participation in activities. Sociometric studies have shown, for instance, that students who ride buses may often miss out entirely on many activities, not merely because they reside farther from school, but because other groups traditionally dominate the activities in question. Cleavages of class, religion and other such factors should, of course, be assiduously avoided. Even a domination by boys or by girls makes some activities much less effective in the educational scheme.

Stereotypes are especially to be avoided. To dismiss a potential musician, actor for the dramatic club, or artist for the yearbook by saying "Oh! he's an athlete!" is to encourage a static and stratifying pattern which denies a full opportunity to many pupils. Special care must be

taken to avoid the kind of conflicting program which makes one kind of commitment actually eliminate the pupil's chances to participate in others. A sufficient flexibility, even in the difficult area of scheduling, must be preserved to encourage varied participation by all pupils.

Newcomers to the school should, of course, be given very special attention. The new pupil has an even more difficult adjustment if his relationship to other students is limited to a minimum of regular classwork. He needs especially to be helped in social participation, and successful engagement in an appropriate activity can become a quick and effective way to lessen his period of newness and estrangement. Helping him to display his best abilities is perhaps the best possible way to insure his success in the new situation.

Activities which enable any pupil to capitalize upon his own particular skills and to have them brought forward or recognized are of the utmost importance in giving him status and social poise. Thus any student who shows signs of social inadequacy should be consciously helped to utilize his gifts so that they show him in the best possible light to his classmates. Going beyond a cursory or limited kind of qualifying procedure is necessary if activities are to achieve their real effectiveness.

The instrumental or functional aspect of school activities must be kept constantly in mind. The temptation to achieve a better team, band, or club, even at the expense of an unwholesome effect upon certain pupils, is a continual danger. Eligibility and qualifications are important, but we must never lose sight of the values and uses of the program in terms of maximum benefit to all pupils. Activities are in danger of becoming ends in themselves when we become too selective and too indifferent to the needs of the many less capable pupils.

Simply keeping the way open is perhaps the most important consideration of all. In many instances the pupil misses the proper road, and this becomes particularly crucial when there is no easy opportunity to try again. If we take some pains to leave avenues open for him, he has the continually renewed opportunity to find himself by returning occasionally to try "the road not taken." Keeping pupil activities freely accessible and conveniently open to all possible participants is an ideal that must be zealously pursued.

ASSEMBLY PROGRAMS

for November

A VISIT TO THE STUDIO OF A FAMOUS ARTIST

DOROTHY HOUTS
Roosevelt Junior High School
Cedar Rapids, Iowa

The Announcer appears in front of the closed curtain—

"Some art students of Roosevelt are about to visit the studio of a famous artist. He is working on a portrait. We will now take you with us, to the studio of Picasso Noll."

Music starts—curtain opens.

The Artist is painting his model forcefully, and rhythmically to the music. His somewhat exaggerated antics continue for one minute on his extremely modern painting.

A bell rings, off stage.

The Maid enters—she calls to him. He pays no attention. She taps him on the arm, he still does not notice.

The bell repeats.

She starts off stage, then darts back to him. This time, she tugs at his smock.

Artist turns to her, shouts, "No!"

She "skitters" off stage, frightened.

Enter 30 students from left—they stand at left of model stand.

One boy enters from right. He tries to stay behind the artist—watches him.

Finally, he starts to draw. He imitates everything the artist does. He holds a board to draw on. The two continue—almost as in a dance.

Finally, the Artist steps back to view his work. As he does so, he bumps into the student and the music stops abruptly.

Artist—"Who are you? What are you doing here?"

Student cowers—does not answer.

Artist turns to crowd of students. "Where did you come from?"

Students—loudly, and enthusiastically. "From Roosevelt School!"

Artist—"Why did you come?"

One student replies—"To show you our art work."

Artist—"Well, I haven't time, but I suppose it is the only way to get rid of you!"

He crosses the stage, seats himself on a low stool before the small easel. He motions to the students.

One after the other, they place their work on the easel, step to the microphone, tell about their picture, receive a comment from the Artist—then step back to the group.

All of his comments are not compliments. (He had studied this, written the remarks, had a "reminder" in his smock pocket.)

The maid held the pictures, so they did not fall off the easel.

The show over, the Artist says "Now if you want to see something really good—"

The students follow him to the big easel.

The Artist has not noticed that three girls and the student he first saw, have been drawing his model. One painted at his easel, after she turned his picture back.

He starts to talk about his work. "Now if you really want to do something very worth while—"

Girl student says, "But you didn't do that."

Artist takes a long look. "Who did that?"

Girl student—"Diane did that."

The Artist turns to Diane—looks again at the picture intently. Finally he shakes her hand as he says, "That is wonderful, superb—and you are ONLY A STUDENT!"

The crowd repeats—"Only a student," over and over as they exit, left.

(Soft record music begins here . . .)

The Artist returns to his easel. He re-examines the student's work, pulls his own work down over hers. He compares the two.

Finally, as the music becomes louder and accelerates, he tears his picture off the easel. He tramps on it. He tears it to bits. He shakes the easel—picks up his stool, throws down his beret, etc.

The model comes off the stand. She circles cautiously around him, watching from a distance.

The Artist becomes exhausted, drops to his stool, puts his head in his hands. The Model comes closer, picks up the pieces, tries to put them together—sadly views the artist.

The record ends.

She says, "You know, you are going to have to work harder than ever before. Those students

Yes,
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20"	3.75	4.00	4.10	4.45	7.20
50"	7.10	7.15	7.80	7.90	11.50
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are good, and they are going to be better. Why don't you start right now."

The Artist slowly raises his head, looks at his easel—picks up his brushes and palette, stands, motions to the model to pose.

She climbs up on the model stand, sits in the same position as before. Artist starts to work. Music (beginning of record) as at beginning of skit—all is as it was when we first saw him.

Curtain.

Production Notes

The purpose of this assembly, was to show art work and the students who produced it, on the stage. This was a 7th grade class.

1. Music—a record by the London Symphony Orchestra—Kabelevsky: "The Comedians."
2. Lighting—very little light on the stage in addition to a "cool" spot light on each easel—a "warm" spot on the model.
3. Properties—One large easel for the Artist, 3½' × 4½'. Paper clamped by C clamps at top. A high stool placed by this easel. One small easel, board was 18" × 24", on which were shown students' paintings.

Low stool in front of this easel for Artist when he viewed students' work. Microphone, right of easel for use of students as they explained their work.

Their work was mounted on oak tag, size 18" × 24". Some 3-dimensional work was shown.

4. Costumes—Artist: bright smock, flowing tie, velvet beret—palette, brushes—curled mustache drawn on his face. Maid: frilled white cap and apron over a black dress. Model: school clothes (with style) bouquet of black, gold, and white flowers. The model stand, a table on which a chair was taped, was draped in white. A plant, made of the same flowers the model held, was by the chair on the stand. Length of skit—18 minutes. This could have been lengthened or shortened, depending upon the amount of work displayed. Forty students participated.

AN ASSEMBLY PROGRAM ON BUNCO ARTISTS

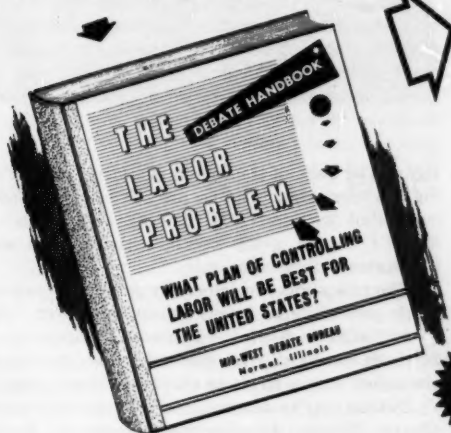
SHERMAN TRESKA
Reno, Nevada

One assembly that should appeal to students and have considerable educational value would be a program on how the bunco artist operates and fleeces the average American citizen. The presenting group will be sufficiently prepared to present the assembly by adequate reading, writing, planned and rehearsed dramatization. The sketches are easily planned.

School Activities

DEBATE

Materials



THE NATIONAL HIGH SCHOOL DEBATE TOPIC FOR THE SCHOOL YEAR 1959-1960

WHAT POLICY IN LABOR-MANAGEMENT RELATIONS WILL BEST SERVE THE PEOPLE OF THE UNITED STATES?

DEBATE HANDBOOK	\$3.50
(Extra Copies to the same school).....	2.25
SET OF SPEECHES.....	1.50
(Extra Copies to the same school).....	1.00
YOUR GUIDE TO EFFECTIVE REBUTTALS.....	1.90
(Extra Copies to the same school).....	1.00
DEBATE REVIEW	2.40
DEBATE TIME CARDS.....	.35

COMBINATION OFFER

Consisting of one Debate Handbook, One Set of Speeches, and the "Debate Review."

PRICE **\$7.30**

(Your Guide to Effective Rebuttals included in Combination offer for \$1.00 additional)

SCHOOL OFFER

Consisting of five (5) Debate Handbooks, One Set of Speeches, and the "Debate Review."

PRICE **\$14.70**

(Your Guide to Effective Rebuttals included in School Offer for \$1.00 additional)

MID-WEST DEBATE BUREAU
NORMAL, ILLINOIS

About a week or two before the assembly the committee goes to the local police department and invites the Chief of Police to give a short lecture and present a film on the bunco artist at work. His lecture would stress the tremendous financial loss that the American public suffers from this type of criminal operator. And it would emphasize the action and the precautionary measures one should take in dealing with all strangers.

After the law officer's initial talk a 20-minute film depicting various scenes where the bunco artist is fleecing gullible people would be shown.

Following the film the curtain opens on a scene where several people are standing on a corner. The villain is dressed in loud clothes which depict the flashy character. The victim is a genuine cousin-rube, buck-teeth and straw hat, and straw in his mouth. The sharper in a series of verbal exchanges eventually sells the rube the local high school.

The next dramatization would not be in a humorous vein, but would present an actual example of the bunco artist finding the diamond

ring, gold brick, wallet, etc. and roping the victim in. At the end of the victim simply says, "I think I've been robbed."

The next dramatization might again be a humorous one. Each dramatization, humorous or serious, would get the idea across to the students of the importance of being cautious in investments of any sort. About six short dramatizations should be sufficient to present a variety of settings, subjects, and methods.

EVALUATION OF A HIGH SCHOOL ASSEMBLY

JOAN HUMPHREY

Senior, University of Arizona
Tucson, Arizona

This is an evaluation of an assembly in which I participated as a Senior in high school. It was a tradition for the Senior class always to put on a Christmas assembly. The theme of our assembly was "Christmas Around the World." Scotland, Venice, Denmark, China, South America, Mex-

ico, the U.S., and many others were represented. The narration was done by two girls who painted a giant card for each country which made up the scenery. Many colorful, effective props were used in each act.

The Scottish act was done by about twenty boys and girls who danced to "My Bonnie Lassie"; South America was represented by a boy and girl who did the Rumba; about thirteen girls with a gondola from Venice also did a dance; China was done by two girls who sang "Twas the Night Before Christmas" to the tune of "Chop Sticks"—and many others. The series of acts lasted approximately one hour.

Evaluation

Pro

1. The theme offered many possibilities.
2. The sponsor was interested and helpful.
3. It was fairly educational and entertaining.
4. Some of the talent was excellent.
5. Narrating was well done.
6. The acts ran smoothly from one to the other.
7. Background and props were simple but effective.

Con

1. There were no organized committees.
2. Not enough boys participated.
3. Only a small part of the Senior class was represented.
4. Parents were not urged to come.
5. Rehearsals were slow and unorganized.
6. Not enough talent was shown—music was mostly recorded.
7. It lacked variety.

What You May Need

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A new set of inexpensive miniaturized traffic signs, sized for children riding tricycles, scooters, wagons, etc., adds realism to play "driving" and teaches basic highway safety painlessly.

"Sidewalk Safety Signs," in the new kit, include authentic and colorful reproductions of standard traffic signs adapted for "playing grown-up." The low cost signs also have wide application as teaching aids in safety education.

Each Sidewalk Safety Sign kit contains four typical signs: "School Speed Zone," "One-Way," "Stop" and "RR Crossing." Vertical standards with metal feet are provided for each of the four



signs. The back of the carton is a large eye-catching "Detour" sign. The carton's interior platform is printed with essential driving accessories: a driver's license, a toy vehicle license plate and illustrated safety rules.

The new signs are colorfully printed in yellow, black and white on heavy laminated board. The "Stop" sign is 9½" in diameter, mounts on a 24" high standard, with steel wire feet. Feet ends are rolled into a circle to eliminate sharp ends.

Details may be secured from the manufacturer, Clever Things, Incorporated, Suite B, Eswin Bldg., Cincinnati 18, Ohio.

SAFETY SANITY AND THE SCHOOLS

The tragic fate of the children who died in the terrible fire at Our Lady of the Angels School in Chicago last winter and in other recent school fires has aroused citizens throughout America to the determination that our schools must be safe for children. The purpose of "Safety Sanity and the Schools" is to explain what steps should be taken to assure an adequate school fire safety program—and by whom. It points out the specific responsibilities of the school board, the superintendent, the school staff (principal, teachers, custodians), and even the pupils.

Ultimately, however, "the safety of any school building . . . will depend in no small measure upon what the community holds to be important and the action that the community takes." This brief yet comprehensive booklet will be a useful guide to all community leaders.

"Safety Sanity and the Schools" may be obtained from the American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington 6, D.C. 25 cents; discount for quantity orders.

News Notes and Comments

Science Fair Students Continue

Of the finalists in eight former National Science Fairs who are college undergraduates, more than 90 per cent are majoring in science or education, a study by Margaret E. Patterson, executive secretary of Science Clubs of America, indicates. More than 10 per cent of the students attaining national honors already were interested in science before they entered kindergarten.

Home environment sparked the first interest in science for 25 per cent of the finalists, whereas 46 per cent derived their first interest from schools, science clubs, and science fairs. These national events, which are preceded by hundreds of community, state, and regional fairs, are conducted by Science Clubs of America, 1719 N Street, N.W., Washington 6, D.C.—N.C. Education

Sell Pen Sets

Members of the student council are selling black and gold pen and pencil sets with "Goodland Cowboys" imprinted above the Cowboy emblem. Sets are being sold for \$1 to raise money for handbooks which will be given to students at the opening of next year's school term. The handbooks will contain information of organizations, sports, publications, and other data pertaining to the school.

Council members are currently engaged in a rigorous sales campaign, plugging the sets both at school and in various business places in this area. One hundred and forty sets were ordered with the hope that more than that would be sold.—The Lariat, Sherman Community High School, Goodland, Kansas

Sportsmanship Comes First

A four-point program to improve sportsmanship at athletic events has been adopted by the Missouri State High School Activities Association. The program includes the educating of players, students and fans to the most worthwhile values in athletics by member schools and emphasis on adequate planning in administration of athletic events, as well as the necessity of enforcing the association rules locally.

Missouri State Association bylaw No. 9 provides:

1. Any athlete who lays a hand or attempts to lay hands on an official in protest shall be declared ineligible for one full year.
2. The school whose coach behaves in a manner likely to have an adverse influence on the

attitudes of players or spectators, shall be provided with a choice of suspending its coach from representing that school at athletic events for one week—or to have the entire school suspended from the association for a similar period.

3. In cases of fans physically molesting officials, the school shall be given one of two options: Either to take legal action against the offenders or to accept suspension from the association.

4. Other unsportsmanlike conduct shall be resolved in a manner sufficient to correct the problem existing and may range from a warning to a probationary period.

Good Public Relations

To acquaint parents with the vital role the counselor plays in the life of a junior high school student, the Woodbury Junior High P.T.A. (Shaker Heights, Ohio) invited parents to join in discussion sessions with their children's advisers. During the three meetings, parents obtained expert answers to such questions as: "What is the purpose of the guidance program? What does the guidance program mean to the student, his parents, and his future? How can parents gain greater insight into a child's abilities, aptitudes, and social adjustments?"—National Parent-Teacher

Interscholastic Athletics for Girls

According to the "Grapevine" bulletin of the National High School Federation, the so-called "frailer sex" may soon play a more important part in interscholastic athletics as active participants instead of sideline cheerleaders. An increasing interest in girls' athletics is becoming more and more evident.

The State Association of Michigan has a committee which is studying the entire area of athletics for girls. No particular problems in connection with girls' athletics have been presented—but there is a desire to expand the program, to review the possibilities of interscholastics for girls and perhaps keep the recommendations for such program in tune with progressive philosophy.

The Advisory Council and Board of Control of the Wisconsin Interscholastic Athletic Association are submitting to members an amendment proposal which will encourage and stimulate interscholastic sports participation for girls. The amendment will authorize sports days for girls in the following activities: bowling, archery, badminton, golf, swimming, tennis, fencing, curling,

softball, basketball, volleyball, field hockey and speedball.

Note: A "Study of Effect of Athletic Competition on Girls and Women," made by a Commission, has been prepared by the A.A.U. in booklet form. A copy may be obtained by writing the Amateur Athletic Union of the U.S., 233 Broadway, New York, N.Y.—The Coach

Now, A Rocket Club

Nobody has taken a formal count—but there's a good chance that young scientists of high school age are building more rockets than the armed forces. And don't think that anybody looks on this as child's play. You can't stop the kids from experimenting, says the National Education Association's Safety Council Commission, so the safest thing is for teachers to join them.

At Ft. Belvoir, Virginia, each Saturday morning an Army rocket expert conducts a course for 25 teachers from the Washington, D.C. area that includes designing, fueling, testing, instrumentation, and launching. And, as in other parts of the country, when students actually get down to brass tacks with their experiments, the Army will provide space for launching and personnel to help out. The youthful scientists represent future personnel for the service. For the teachers, this is a "natural" for encouraging talented students in math, chemistry, physics, and general science.—Midland Schools

Army Rocket Film Released

A new 10-minute documentary film, "Explorer in Space," has been released by the U.S. Information Service through United World Films, Inc., for distribution to schools. Rating the importance of the Army's achievement as one of the great scientific adventures of our time, the film explains the purposes of rocket research with its resulting data being made available to all scientists everywhere. It is a complete motion picture record of a successful satellite launching. Information re-

garding use of the film may be obtained by writing the distributing company at 1445 Park Ave., New York 29, N.Y.

Learning While Playing

Perhaps the world's largest educational visual aid is situated in the school yard of the Emerson school in St. Louis. It is a map—36 feet wide—of the United States painted on the schoolyard pavement. As the children play hopscotch—jumping from one state to another—they learn geography while they play.—Michigan Education Journal

And What Does Industry Say?

The U.S. Chamber of Commerce, industry's spokesman in all matters economic, has an interest in schools and taxes and budgets. This is what they say:

"People who have a good education produce more goods, earn more money, buy and consume more goods, read more magazines and newspapers, are more active in civic and national affairs, enjoy a higher standard of living . . . and, in general, contribute more to the economy . . . than those who are not so well educated."

New Safety Course Directory

Where can the would be highway safety engineer get his training? Where can schools, government, and industry expect to find prospective employees trained in highway safety? A new study, "Courses in Highway Safety and Highway Traffic," has been published to answer these questions and meet the need for a roundup of college and university offerings in the field.—W.V. School Journal

The Case for Driver Education

Why driver education? Well, let's see: Last year nearly 80,000,000 persons in the United States drove an average of 8,000 miles each; 68 per cent of all employed people use the automobile to get to work. How well they drive cannot be measured; but driver education can certainly assure some measure of skill in operating the automobile.—The Colorado School Journal

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How We Do It

CONSTITUTION FOR NEW YORK STATE STUDENT COUNCIL ASSOCIATION OFFERS SUGGESTIONS FOR OTHER STATES NOT YET ORGANIZED

The Constitution for the New York State Association of Student Councils is printed very attractively in pamphlet form. Included is a map showing the Student Council Districts.

ARTICLE I

Name, Purpose, Service

Section 1. Name. The name of this non-profit, educational organization shall be the New York State Association of Student Councils.

Section 2. Purpose. The purpose of this Association shall be to provide a basis for joint promotion of student participation in school management and in the activities of the secondary schools of New York State by student councils of the various schools and by the New York State Association of Secondary School Principals.

Section 3. Services to be provided. The following services shall be provided:

- opportunities for student-activity leaders to exchange ideas and discuss solution of common problems;
- leadership training institutes for student council members and advisers within district associations or on a state-wide basis;
- improvement of student activities through co-operative planning and the assistance of colleges and universities, the State Education Department, and local or district student councils;
- development of new student councils and strengthening of existing councils in the schools which request such assistance;
- liaison with the NYSASSP through the members of its Activities Committee and the District Councilmen;
- liaison between the District Associations of Student Councils within New York State.

ARTICLE II

Membership

Section 1. Active membership. Any secondary school in New York State may become an active member of the NYSASC, or of the District Association in the district in which the school is located, upon payment of the prescribed dues. Requests for membership in the NYSASC and

representation in the District Association shall be signed by the principal of the petitioning school. Such requests shall be forwarded with the prescribed dues to the Executive Secretary of the NYSASC. Nothing herein shall prevent District Associations from collecting additional dues for their own purposes.

ARTICLE III

Government of the NYSASC

Section 1. State advisory council. A State Advisory Council shall be established consisting of one principal who is the member from each district of the Activities Committee of the NYSASSP; one representative from the New York City Secondary School Principals; one student council adviser and two students from each district of the NYSASC; and the Executive Secretary of the NYSASC. The Director of the Secondary Education Division and the Chief of the Bureau of Guidance of the State Education Department will serve as ex-officio members.

Section 2. Legislative Power. The legislative power of the NYSASC shall be vested in the membership of the State Advisory Council.

Section 3. Executive committee. An Executive Committee shall be elected by the membership of the State Advisory Council. The Executive Committee shall consist of: four members of the NYSASSP, including one from New York City; two student council advisers; six student members; and the Executive Secretary of NYSASC.

Section 4. Executive Secretary. An Executive Secretary shall be elected by the State Advisory Council of the NYSASC.

Section 5. Meetings of State Advisory Council. The State Advisory Council shall meet on day previous to the time of the annual NYSASSP meeting, and at other times upon call of the Executive Secretary, or upon request of a majority of the Council members.

Section 6. Meetings of Executive Committee. The Executive Committee shall meet upon call of the Executive Secretary.

ARTICLE IV

Government of District Associations

Section 1. District Associations shall be established in each of the districts of the NYSASSP. The purpose of the District Association is to carry out the program of the NYSASC; coordinate group activities of student councils within each District;

and promote such other activities as are considered advisable by the District Association.

Section 2. Student Officers. A president, vice-president, secretary, and treasurer shall be elected from the student membership of each District Association.

Section 3. Advisory Committee. The activities of each District Association shall be supervised by an Advisory Committee consisting of: the NYSASSP District Councilman, the Activities Committee member of the District of the NYSASSP; the adviser of the school whose student representative is President of the District Association.

Section 4. District Bylaws. Each District Association shall adopt a set of bylaws to outline its organizational plan and procedures not provided for in this Constitution. Provisions of such bylaws should include: methods of electing district officers, plans for conducting district conferences, special district activities, means of electing State Advisory Council members, rules of order for business meetings, means of balloting and any other provisions deemed necessary.

Section 5. Meetings of District Associations. Each District Association shall hold a Spring Conference open to all member schools within the district. The Conference shall include a business meeting to elect new District Association officers, and consider any other material which may come before it. Additional meetings may be held at the discretion of the District Association.

ARTICLE V

Funds

Section 1. Membership Dues. Dues shall be payable annually to the Executive Secretary of the NYSASC.

Section 2. Disbursements of NYSASC Funds. All monies received by the Executive Secretary of

the NYSASC shall be disbursed by check in accordance with an annual budget adopted by the State Advisory Council. All checks shall be signed by the Executive Secretary of the NYSASC and countersigned by a member of the NYSASC and countersigned by a member of the NYSASSP designated by the State Representative Council of the NYSASSP.

Section 3. Audit of NYSASC Funds. The financial records of the NYSASC shall be audited annually by an accountant designated by the State Representative Council of the NYSASSP. A certified copy of such audit shall be submitted to the Treasurer of the NYSASSP for presentation at the annual meeting of the NYSASSP.

Section 4. Bond for Executive Secretary. The Executive Secretary of the NYSASC shall be bonded in an amount to be determined by the Executive Committee of the NYSASC. This bond shall be renewed annually.

Section 5. Audit of District Association Funds. The financial records of each District Association shall be audited by an accountant designated by the District Advisory Committee. Such audit shall be presented at the annual business meeting of the District Association, and a certified copy of the audit shall be submitted to the Executive Secretary of the NYSASC.

ARTICLE VI

Amendments

Section 1. Amendments. This Constitution may be amended by favorable vote of eleven or more district associations, followed by approval by the State Representative Council of the NYSASSP.

Section 2. Amendment of Bylaws. Bylaws may be amended at any regular meeting of the State Advisory Council by a majority of the members present and voting, provided the proposed amendment has first been submitted to each District Association for discussion.

ARTICLE VII

Ratification

Section 1. Ratification of Constitution. This Constitution shall become effective when ratified by the Activities Committee of the NYSASSP and by the State Representative Council of the NYSASSP. Each District Councilman of the NYSASSP shall then submit this Constitution to the Principal of each secondary school of his District. The Principal will submit the Constitution to the Student Council in his school and thereby initiate student action on an application for membership in the NYSASC. This Constitution is offi-

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cially ratified for each District when five or more student councils within that District have completed the filing of a duly authorized application for membership and paid dues as specified in the Bylaws of this Constitution.

BYLAWS

ARTICLE I

Duties of State Advisory Council

Section 1. The State Advisory Council shall exercise general control of the Association, coordinate the activities of the District Associations, and be directly responsible to the New York State Association of Secondary School Principals.

ARTICLE II

Duties of Executive Committee

Section 1. The Executive Committee shall have the power to handle all matters of concern to the Association not covered by this Constitution or its Bylaws, and such matters as are delegated to it by the State Advisory Council.

ARTICLE III

Duties of Executive Secretary

Section 1. The Executive Secretary shall perform all the duties necessary to carry out the directives, plans and policies of the Advisory Council, the Executive Committee and the NYSASC in accordance with its Constitution and Bylaws.

ARTICLE IV

Dues

Section 1. Membership dues shall be payable annually to the Executive Secretary elected by the State Advisory Council.

Section 2. The annual membership dues shall be \$10.00 for schools with an enrollment of 300 pupils or less; \$12.00 for schools with an enrollment of 301 to 500; \$16.00 for schools with an enrollment of 501 to 1,000; and \$25.00 for schools with an enrollment over 1,000 pupils.

Section 3. The basis of enrollment shall be the

total registration as reported in the annual statistical report to the State Educational Department as of June 30, last; grades seven through nine for junior high schools; grades ten through twelve for senior high schools; grades nine through twelve for registered H grade schools; grades seven through twelve for registered H6 schools.

Section 4. The membership year shall run from September 1 to August 31 of the following year. Dues are payable on September 1. Schools which do not pay the annual dues before December 1 of any school year shall be barred from membership until August 31, next.

Section 5. Payment of dues entitles a school to receive all bulletins and publications of the State Association; to participate in any form of student activity sponsored by the State or District Association; and to be eligible for representation in State or District Association.

Section 6. The voting privilege in each District Association's annual election of representatives to the State Advisory Council shall be based on membership during the previous school year.—N.Y. Association of S.C.

USING THE HOME ROOM

Robert E. Simon Junior High School endeavors to give its pupils daily practice in the basic skills and it uses the home room for this purpose. With this in mind, committees of teachers of mathematics, social studies, and English prepared simple problems and exercises in their respective subjects to cover the basic skills in those areas. These problems were arranged in one-day sets and were mimeographed as worksheets, five sets to the sheet, varied as to grade.

These sheets are distributed to class teachers each week with the specific problems outlined for each day. As soon as pupils enter the room they begin work on these problems and while they work the teacher proctors check attendance and perform other necessary tasks. About five minutes of the period are available for corrections and recording of marks.

To give the pupils a feeling of achievement and a sense of responsibility, each class teacher displays a roster, Daily Drill, on which pupils are rated for daily achievement. At the end of each marking period, the daily marks are averaged and the average is recorded on the pupil's report card, listed as home room assignments.

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Mrs. Gertrude Singer, P. S. 89, Queens, (center) admires the imaginative prize-winning work of her class at the opening of the "Know Your City" Exhibition at the Empire State Building. Class 4-209 (grade four) took the award for the best elementary school exhibit in the exhibition, sponsored jointly by the City History Club of New York and the Empire State Building.

Among The Books

MISSILES AND ROCKETS ENCYCLOPEDIA.

This 32-page full color miniature encyclopedia, checked for accuracy by the editors of *Missiles and Rockets Magazine* contains diagrams and basic technical data of more than 50 American missiles, rockets and space vehicles, as well as a capsuled history of rocketry, drawings and explanations of various rocket engines and their propellants, and glossary of missile terminology and bibliography.

Teachers may receive their free copy merely by sending their name, the grade they teach, and school, to Public Relations Department, Revell, Inc., Venice, California.

Comedy Cues

Wrong Side Up

An alarmed motorist stopped hurriedly when he saw a young man standing beside an overturned small sports car.

"Anybody hurt in the accident?" he inquired.

"There was no accident," replied the young man calmly. "I'm changing a tire."

☆☆☆

Point of View

Psychiatrist: "Why do you keep snapping your fingers?"

Patient: "It keeps the tigers away."

Psychiatrist: "Why, there aren't any tigers within 6,000 miles of here."

Patient: "It works, doesn't it?"

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